



**St. Joseph's NS.  
Killenummery,  
Dromahair,  
Co. Leitrim.  
Roll No. 16130C**

# **SCHOOL SELF-EVALUATION REPORT**

**Evaluation Period: Sept 2012- June2013**

**Report Issue Date: June 2013**

# ***School Self-Evaluation Report***

## **1. Introduction**

### **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in St. Joseph's N.S. was undertaken during the period September 2013 to June 2013. During the evaluation, teaching and learning in the following curriculum area was evaluated:

- Numeracy: Understanding and using Mathematics.

This is a report on the findings of the evaluation.

### **1.2 School context**

- This is a mixed rural primary school.
- The ethos of the school is Catholic.
- There are currently 70 pupils.
- There are 3 class teachers including 1 teaching principal, 1 shared learning support teacher and 1 part-time shared resource teacher.
- The following tests are administered in the school:
  1. Standardised Tests, 1<sup>st</sup> to 6<sup>th</sup> Classes : English: Micra-T  
Maths: Sigma-T  
Ballard and Westwood Timed Tables Test  
Drumcondra Irish Test
  2. Infant Tests: Junior Infants: The Bury Infant Test and The EYES Test  
Senior Infants: The Drumcondra Literacy and Numeracy Test  
The MIST
  3. IQ Measurement: The NRIT
- Teacher-Designed tests, Teacher Observation and Pupil Self-Evaluation Portfolios are also used in St. Joseph's.
- Strong emphasis is placed on early intervention strategies for pupils with learning difficulties or special needs. We endeavour to develop each individual child's holistic potential.
- Home-School links are fostered at every opportunity creating an open, welcoming school environment. Formal Parent-Teacher meetings are held in the Autumn.
- We have a supportive Parent's Association who work closely with staff, pupils and Board of Management.
- School Policies are updated regularly and are available to our school community.
- The school has received the Green Flag Awards, Active Flag Award, Discover Science & Maths Awards and various Literary & Arts Awards.

## **2. The findings**

- **Numeracy**
  - **Standardised Testing:** Pupils are performing significantly above the national norm with 68% scoring above the 40<sup>th</sup> percentile rank; and 38% of pupils score at the 81<sup>st</sup> percentile rank or above compared with 20% nationally.
  - **Timed Tables Tests:** In the Ballard & Westwood Timed Tables Test, 86% of our school leavers in sixth class have mastered the four operations to a high standard (i.e. a total result of 75% or better in their final test). Teachers have identified a need for targeting pupils with tables games and practice to promote speed when problem solving.
  - **Pupils' Surveys:** Just over 58% of pupils surveyed from 3<sup>rd</sup> to 6<sup>th</sup> class report liking maths and 50% of pupils report that they find maths easy. Only one-third of pupils felt they were good at Maths despite their high level of performance above. Over 95% reported using ICT for Maths.
  - **Parents' Surveys:** Parents were more positive about their children's experience of Maths with 87% reporting that their children liked the subject.

Over three-quarters were happy with the level of difficulty and just under half of parents reported having to help their children with Maths homework. Three-quarters of parents felt there was good feedback from school in relation to numeracy and most knew their children's strengths and weaknesses in the area. (Please note that all families in the school were surveyed.)

- **Teachers' Surveys:** Teachers were generally positive about the teaching and learning of numeracy in the school. A SCOT Analysis was conducted following a PDST Review of Mathematics at a Staff Meeting and Interview Schedules completed by individual members of staff. Problem-Solving was identified as an area for development as well as Mental Maths and estimation work.

- **Attainment of the Curriculum Objectives**

- Teachers report that all strands of the Maths Curriculum are adequately addressed at each class level.

- **Learning Environment**

- Due attention is given to Numeracy Displays and centres of interest which create a stimulating Maths-rich environment for the pupils.
- Resources and concrete materials are well maintained and updated within the limitations of the school budget.

- **Pupils' Engagement in Learning**

- Pupils are enabled to take an active role in their learning and teachers identified the need for more estimation games around problem-solving.

- **Learning to Learn**

- Pupils are taught strategies to promote independent learning which is crucial in a multi-grade setting. However, the need for increased opportunities for group work at problem solving across all the strands was identified by staff.

- **Preparation for Teaching**

- All teachers prepare plans to guide the teaching and learning of numeracy. There are specific learning outcomes for numeracy skills stated in individual plans which are prepared on a fortnightly basis.
- IEPs are developed to meet the individual needs of pupils with special needs and support is provided by Special Needs Teachers when necessary.

- **Teaching Approaches**

- Teaching approaches, as recommended by the curriculum, are skilfully applied in all classes. However, staff would like to promote increased emphasis on guided discovery, collaborative learning and problem solving strategies to include eliciting, supporting, extending and responding.

- **Management of Pupils**

- A variety of classroom management strategies for the teaching of numeracy are employed including independent work, group teaching and whole class teaching.
- The Staff identified a need for more emphasis on paired work and peer tutoring.

- Pupils with Special Needs are supported both in and out of class by the Support Teachers.

- **Assessment of Pupils**

- A variety of modes of assessment of and for learning is used consistently in all classes to monitor pupils' progress. Maths strands are assessed termly and yearly. Assessment of results is analysed at all levels for screening and diagnostic purposes and to identify aspects of numeracy in need of re-teaching. This is supported by the Learning Support Teacher and Resource Teacher during in-class support and group work.
- The Staff decided to introduce the use of individual pupil self- evaluation portfolios to assist pupils in the setting of personal targets and to promote motivation and positive attitudes to their learning.

### **3. Progress made on previously identified targets identified in the current SIP**

- N/A for year one as SIP not in place yet.

### **4. Summary of school self-evaluation findings**

#### **4.1 Our school has strengths in the following areas:**

- Pupils are performing well above the national norm with 68% scoring above the 41<sup>st</sup> percentile rank; and 38% of pupils score at the 81<sup>st</sup> percentile rank or above compared with 16% nationally. There is a significant differential particularly in relation to pupils performing in the highest percentile brackets.
- The school's numeracy standard score stands at 106 which is well ahead of the national average.
- Just over 58% of pupils surveyed report liking maths.
- 87% of parents report that their children like maths.
- 81% of parents report that they know their child's strengths in maths.
- All teachers report that their pupils enjoy maths and were motivated to learn. All teachers agree that there is a well-resourced, structured programme in place for maths in St. Joseph's.
- Staff are in agreement that there is a good assessment programme in place for the maths strands to cover the 'assessment of and for' learning.
- There is consensus on the use of teaching approaches and maths terminology.
- Children with special needs are provided with a differentiated programme to enable access to all strands of the mathematics curriculum.

#### **4.2 The following areas are prioritised for improvement:**

- There is need for a more consistent and structured approach to problem solving with an emphasis on real-life problems.
- Maths needs to be taught across the curriculum at every opportunity.
- Increased speed at rote tables to promote mental maths.
- Increased use of ICT to support the teaching of Maths.
- More use of maths games for learning.

**4.3** The following legislative and regulatory requirements need to be addressed:

- A Data Protection and Record-Keeping Policy has to be formulated.
- A statement on our school as an Inclusive Educational Environment.
- Our Substance-Use Policy needs to be updated.
- Our AUP Internet Policy needs to be updated.
- Our Anti-Bullying Policy needs to be updated in line with recent DES Guidelines.

**Appendix to School Self-Evaluation Report:  
legislative and regulatory checklist**

| Issue   | Relevant legislation, rule or circular   | Is the school fully meeting the requirements of the relevant legislation, rule or circular?  | If no, indicate aspects to be developed |
|---|--|--|---|
| Time in school<br>- Length of school year<br>- minimum of 183 days<br>- Length of school day<br>4 hours 40 minutes (infants);<br>5 hour 40 minutes (1 <sup>st</sup> -6 <sup>th</sup> classes) | Circular 11/95   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |   |
| Arrangements for parent/ teacher and staff meetings   | Circular 14/04   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |
| Implementation of Croke Park agreement regarding additional time requirement  | Circular 0008/2011   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |
| Standardisation of school year  | Circular 034/2011  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |
| Valid enrolment of pupils   | Section 9(1), 15(2) and 23 Education Act 1998<br>Sections 20 and 21, Education (Welfare) Act 2000<br>Rules 55, 64, 108 and 123, Rules for National Schools<br>Circular P24/02<br>Staffing Schedule for current school year | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |
| Retention of pupils   | Rule 64 Rules for National Schools<br>Circular 11/01<br>Circular 32/03   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |
| Development of school plan  | Section 21, Education Act 1998   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |
| Appointments to posts of responsibility   | Circular 07/03<br>Circular 053/2011  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |
| Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement  | Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |
| Exemption from Irish  | Circular 12/96   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |

| Issue   | Relevant legislation, rule or circular  | Is the school fully meeting the requirements of the relevant legislation, rule or circular?          | If no, indicate aspects to be developed |  |                          |   |                          |   |                          |   |                          |     |  |
|---|---|--|---|--|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|-----|--|
| Implementation of child protection procedures   | Circular 0065/2011<br><br>Please ensure the following in relation to child protection <table border="1"> <tr> <td>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</td><td>0</td></tr> <tr> <td>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed</td><td>0</td></tr> <tr> <td>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</td><td>0</td></tr> <tr> <td>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed</td><td>0</td></tr> </table> | ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE | 0                                       | ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed | 0                        | ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made | 0                        | ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed | 0                        | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |                          |     |  |
| ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE  | 0   |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed          | 0   |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made   | 0   |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed | 0   |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| Implementation of complaints procedure as appropriate   | Complaints Procedures, Section 28 Education Act<br>Primary Boards of Management Information Manual November 2007<br><br>Please consider the following in relation to complaints <table border="1"> <tr> <td>▪ Number of formal parental complaints received</td><td>0</td></tr> <tr> <td>▪ Number of formal complaints processed</td><td>0</td></tr> <tr> <td>▪ Number of formal complaints not fully processed by the end of this school year</td><td>0</td></tr> </table>   | ▪ Number of formal parental complaints received  | 0                                       | ▪ Number of formal complaints processed  | 0                        | ▪ Number of formal complaints not fully processed by the end of this school year                              | 0                        | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |                          |   |                          |     |  |
| ▪ Number of formal parental complaints received   | 0   |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| ▪ Number of formal complaints processed   | 0   |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| ▪ Number of formal complaints not fully processed by the end of this school year  | 0   |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| Refusal to enrol  | Section 29 Education Act 1998<br><br>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year <table border="1"> <tr> <td>Number of section 29 cases taken against the school</td><td><input type="checkbox"/></td></tr> <tr> <td>Number of cases processed at informal stage</td><td><input type="checkbox"/></td></tr> <tr> <td>Number of cases heard</td><td><input type="checkbox"/></td></tr> <tr> <td>Number of appeals upheld</td><td><input type="checkbox"/></td></tr> <tr> <td>Number of appeals dismissed</td><td><input type="checkbox"/></td></tr> </table>  | Number of section 29 cases taken against the school  | <input type="checkbox"/>                | Number of cases processed at informal stage  | <input type="checkbox"/> | Number of cases heard   | <input type="checkbox"/> | Number of appeals upheld  | <input type="checkbox"/> | Number of appeals dismissed   | <input type="checkbox"/> | N/A |  |
| Number of section 29 cases taken against the school   | <input type="checkbox"/>  |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| Number of cases processed at informal stage   | <input type="checkbox"/>  |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| Number of cases heard   | <input type="checkbox"/>  |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| Number of appeals upheld  | <input type="checkbox"/>  |  |   |  |                          |   |                          |   |                          |   |                          |     |  |
| Number of appeals dismissed   | <input type="checkbox"/>  |  |   |  |                          |   |                          |   |                          |   |                          |     |  |

| Issue   | Relevant legislation, rule or circular  | Is the school fully meeting the requirements of the relevant legislation, rule or circular? | If no, indicate aspects to be developed |   |                          |   |                          |                       |                          |                          |                          |                             |
|---|---|---|---|---|--------------------------|---|--------------------------|-----------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| Suspension of students                              | Section 29 Education Act 1998<br><br>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year   | N/A   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
|   | <table border="1"> <tr> <td data-bbox="384 667 722 741">Number of section 29 cases taken against the school</td> <td data-bbox="722 667 879 741"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 741 722 815">Number of cases processed at informal stage</td> <td data-bbox="722 741 879 815"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 815 722 889">Number of cases heard</td> <td data-bbox="722 815 879 889"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 889 722 963">Number of appeals upheld</td> <td data-bbox="722 889 879 963"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 963 722 1037">Number of appeals dismissed</td> <td data-bbox="722 963 879 1037"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1037 722 1126"></td> <td data-bbox="722 1037 879 1126"><input type="checkbox"/></td> </tr> </table> |   |   | Number of section 29 cases taken against the school | <input type="checkbox"/> | Number of cases processed at informal stage | <input type="checkbox"/> | Number of cases heard | <input type="checkbox"/> | Number of appeals upheld | <input type="checkbox"/> | Number of appeals dismissed |
| Number of section 29 cases taken against the school | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Number of cases processed at informal stage         | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Number of cases heard                               | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Number of appeals upheld                            | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Number of appeals dismissed                         | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
|   | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Expulsion of students                               | Section 29 Education Act 1998<br><br>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year   | N/A   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
|   | <table border="1"> <tr> <td data-bbox="384 1377 722 1451">Number of section 29 cases taken against the school</td> <td data-bbox="722 1377 879 1451"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1451 722 1525">Number of cases processed at informal stage</td> <td data-bbox="722 1451 879 1525"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1525 722 1599">Number of cases heard</td> <td data-bbox="722 1525 879 1599"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1599 722 1673">Number of appeals upheld</td> <td data-bbox="722 1599 879 1673"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1673 722 1762">Number of appeals dismissed</td> <td data-bbox="722 1673 879 1762"><input type="checkbox"/></td> </tr> </table>  |   |   | Number of section 29 cases taken against the school | <input type="checkbox"/> | Number of cases processed at informal stage | <input type="checkbox"/> | Number of cases heard | <input type="checkbox"/> | Number of appeals upheld | <input type="checkbox"/> | Number of appeals dismissed |
| Number of section 29 cases taken against the school | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Number of cases processed at informal stage         | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Number of cases heard                               | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Number of appeals upheld                            | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |
| Number of appeals dismissed                         | <input type="checkbox"/>  |   |   |   |                          |   |                          |                       |                          |                          |                          |                             |



| Policy   | Source  | Has policy been approved by the board of management?                | If no, indicate aspects to be developed. |
|--|---|---|--|
| Enrolment policy   | Section (15)(2)(d) Education Act 1998   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Code of behaviour <sup>1</sup> including anti-bullying policy    | Circular 20/90<br>DES Guidelines on Countering Bullying Behaviour 1993<br>NEWB Guidelines<br>Section 23, Education Welfare Act 2000   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Attendance and participation strategy <sup>2</sup>               | Section 22 Education Welfare Act 2000<br>Equal Status Acts 2000-2011  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Health and safety statement                                      | Section 20 Health and Safety Act 2005   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Data protection  | Data Protection Act 1988<br>Data Protection (Amendment Act) 2003  | <input type="checkbox"/> Yes <input type="checkbox"/> No            | In- Progress                             |
| Special education needs policy <sup>3</sup>                      | Education Act 1998<br>Equal Status Acts 2000- 2011<br>Education (Welfare) Act 2000<br>Education for Persons with Special Education Needs Act (EPSEN) <sup>4</sup> 2004<br>Disability Act 2005   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Relationships and sexuality education (RSE) policy               | Relationships and Sexuality Education: Policy Guidelines (1997)   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Child protection policy  | Circular 0065/2011  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Parents as partners  | Circular 24/91  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Public service (Croke Park) agreement – special needs assistants | Circular 71/11  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Other  | Our School Plan is updated and reviewed by all relevant parties on an annual, cyclical basis. All policies are available at the school. Key policies are also available in our New Infant Packs, in our customised school journal and on our website. |   |  |

<sup>1</sup> Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

<sup>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform with the provisions stipulated.

<sup>3</sup> Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

<sup>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.